

A LITTLE CHILD SHALL LEAD THEM

Vol. VI

MARCH, 1912

No. 7

CHILD-WELFARE MAGAZINE

ORGAN OF THE

National Congress of Mothers

CONTENTS

President's Desk

How the Kindergarten Guides the Natural Powers. C. Geraldine O'Grady

Montessori Method of Teaching Children. Mrs. Milton P. Higgins

An Educational Experiment. Cephias Guillet, Ph.D.

Feeding Children between Five and Ten. Edith Greer

Self-Control through Discipline. Horace Holden

School Janitors and Health. Helen C. Putnam, A.B., M.D.

State News

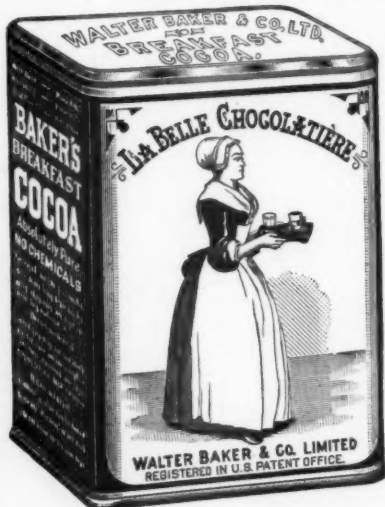
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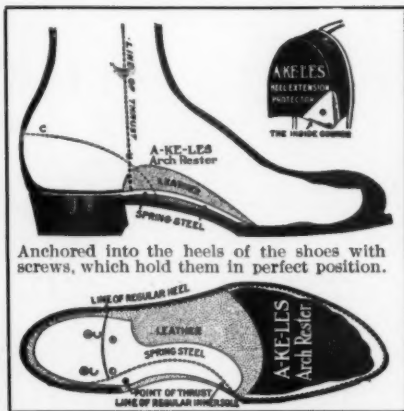
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Foot Troubles Among Children



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ARE becoming more prevalent every year. Our higher civilization is a contributing factor. The close application to studies and "forcing" of the child's mental development, at the expense of the physical side, has its effect, in many cases, in a general weakness of the entire system. When one stops to consider that ninety per cent. of our people are afflicted with **Flat Foot**, or wrongly called broken or fallen arch, and that nearly all mothers are afflicted with this disease of the feet, it is not hard to understand the reason for the alarming increase of the affliction among children.

To Mothers we have a great deal to say regarding **Foot Troubles**, their cause and correction, that will be extremely interesting.

THE WELFARE OF YOUR CHILD

May be even now involved in arresting the beginning of **Foot Troubles** that may exist, but that the child and yourself may not be aware of.

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CHILD-WELFARE MAGAZINE

ORGAN OF THE
NATIONAL CONGRESS OF MOTHERS

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Vol. VI.

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The President's Desk

THE
CHILDREN'S
BUREAU

CHILD WELFARE is receiving consideration never before accorded to it, and the work that the mothers have done in rousing interest in the children has borne rich fruit. In February the Senate passed the bill providing a children's bureau in the Department of Commerce and Labor.

It has yet to be considered by the House of Representatives.

Just why it should be placed under Commerce and Labor is hard to see. Those who are experts in matters of commerce are not necessarily experts in child welfare. The investigation made by the government into the conditions of women and children, at an expense of \$350,000, is not yet five years old.

The Department of Education, under the progressive leadership of Dr. Claxton, asks for appropriations to establish departments to provide for every need of children. "This is not a school bureau. It relates to every phase of children's needs," says Dr. Claxton. Surely the development of the mental and moral nature of children comes properly under education, for only as one understands the development of mind and heart can one lead in these questions. The physical care, touching hygiene and baby saving, might also be placed there, because the centralization of all that relates to the child in home, school, and state is to be desired. Already the Mothers' Congress in its fifteen years' study of conditions of children has ample statistics to prove that infant mortality exists because of lack of knowledge on the part of mothers as to care of babies, and that only as mothers are instructed in infant hygiene can babies' lives be saved. Already the Mothers' Congress knows that juvenile delinquency is due to parental ignorance and community ignorance, and neglect and mistaken methods

in the treatment of children's misdemeanors. The building up and strengthening of weak homes, the putting of sensible mothers in charge of wayward children, the putting of manual training in schools, will go far to prevent that.

The city of Philadelphia sent twelve parents to prison in February because they did not send their children to school. Another city took an eleven-year-old boy out of his home and sent him to a reform school for absence from school, when the reason for the absence was because he had no shoes. One wonders whether so-called education is worth while when secured at the cost of putting the stigma of a prison sentence on the parents.

The U. S. Government may better spend all money available to improve conditions known to be bad rather than in collecting statistics.

All interested in child welfare should write to their Senators and Congressmen urging that the appropriations asked by the Department of Education be granted, and asking that House Bill No. — be amended so that it will come under the Department of Education.

GOVERNOR'S INTEREST IN CHILD WELFARE

GOVERNOR DENEEN, of Illinois, has issued a proclamation making February 17 Child-Welfare Day—and thus has maintained the record made by Illinois in recent years as the leader in all that is of importance to children. Governor McDonald, of New Mexico, and Governor Mead, of Vermont, have also proclaimed February 17 as Child-Welfare Day. The proclamations are published elsewhere. In every State people are meeting to think of the children's needs. Massachusetts is working hard to secure a pension for widowed mothers, not as a charity nor under administration of charity. Tennessee is also doing the same. Both States are holding Child-Welfare conferences, and in both States the Governors are actively interested. In Pennsylvania a Child-Welfare conference is arranged to be held in Harrisburg in January, 1913, and Governor Tener has publicly promised his support to the desired improvements in the juvenile court and probation laws.

An influential magazine has taken up an investigation of the laws concerning mothers and children in every State. Great injustice exists and there will be an effort to give father and mother equal rights in the guardianship of their children.

Child welfare is of universal interest, for it is world welfare. No single phase of the question can be considered alone, for each has a bearing on others. It is not a question of charity. Approaching it from many points of view, men and women of every shade of thought are awakening to the fact that the hope of the world is wrapped up in the little child, and that each one is made in the image and likeness of God. How to keep it unsullied and undefiled can only be learned by those who can enter into the life of little children and become as one of them, and who have also learned that child nurture is a science and is not instinctive.

IMPORTANT NOTICE

The National Congress of Mothers and Parent-Teachers will meet in St. Louis, Mo., March 20 to 25, instead of Dallas, Texas.

The Executive Board, acting on the advice of the highest health authorities, were compelled to call off the meeting for Dallas, owing to the fact that meningitis has been prevalent in many counties and towns of Texas (especially in Dallas) since October.

It was a great disappointment to those who had been looking forward for two years to this convention.

St. Louis, which has invited the Congress to meet there in 1910, 1911, 1912 and 1913, met this emergency most hospitably by sending a cordial invitation to meet there on the date already arranged for March, 1912. This invitation has been accepted, and it is hoped that every one who can possibly do so will go.

It is to be regretted that no special railroad rate can be secured since the Interstate Commerce Act went into effect. Many large conventions are meeting in St. Louis, paying full fares or on a uniform basis of two cents per travelled mile.

Delegates from the Eastern States may secure a material reduction where ten travel together. Those going from New York, New England, Philadelphia, Pa., Baltimore, Md., Washington, D. C., or Cincinnati, O., may take a train on the Baltimore & Ohio Railroad leaving New York at 10 A.M. March 18, going via Washington, and arriving in St. Louis at 6 P.M. Tuesday, March 19. This will be the official route. Those wishing to join the party should send names to the Secretary, Mrs. Arthur A. Birney, 806 Loan & Trust Building, Washington, D. C. Special sleepers will be provided at Washington. The rate from New York to St. Louis is \$19.00. Hotel Jefferson will be headquarters.

The rates of the Hotel Jefferson are as follows:

Rooms without bath, \$1.50 and \$2.00 per day. Rooms with bath, \$2.50 to \$7.00 per day. Double rooms, two in a room, without bath, \$1.00 per person. Double rooms, two in a room, with bath, \$1.50 per person and up.

Delegates should secure their reservations at the Hotel Jefferson as early as possible.

How the Kindergarten Guides the Natural Powers

By C. GERALDINE O'GRADY

THERE are three ways of acting toward any natural power. You can let it run wild, as when streams overflow, and floods bring danger and destruction to the country around. You can restrain it or prevent its use; this happens when water is kept in a boiler with escape shut, for before long the steam will burst out; or if kept in reservoir or pond, inactive, unused, we know that stagnant, inactive water becomes unwholesome, a dwelling for reptiles and bacteria. You can keep it within bounds, yet guide the powers into various forms of use, as when water is carried into canals, aqueducts, fountains, milldams.

So we can do with a child's activity; if he run wild, he damages himself and troubles others; if it is repressed he becomes dreamy, shy, unpractical, or at last breaks from control like escaping steam; while the same power, trained and guided, becomes strength and usefulness which can bless a home, organize useful work, or govern a nation.

I have heard a four-year-old of the "riotous activity" kind say, "If somebody doesn't amuse me, I'll go and do some mischief." That is the result of the first method.

I once heard of a family of seven boys and girls who were never allowed to play in the house, as their mother, a very neat housekeeper, would not have the furniture disturbed. "My young sister," the narrator said, "told me that coming

from school, in the dark winter afternoons, she used to run many times round the block before coming in, so that she might be able to sit still afterwards. We have grown up a nervous, wretched set of human beings," she added, "and we have no love for home, no pleasure in being there." Here was the second method. Yet is there anything more charming than the laughing voices of children, their pattering, dancing feet, their happiness in a jolly game or with toys and companions, only so long as these same darling children are obedient, good humored when playtime must be ended, and helpful when errands or duties are to be done.

"There is but one means of avoiding wrong activity—but rejoice, friends of childhood and humanity, for it is a sure preventive. This preventive is right activity—an activity as persistent as it is fit and lawful; an activity which is not of the body alone, nor yet alone of the heart or head; an activity wherein are blended body and soul, feeling and thought." This saying of Froebel's is one keynote, not only of the kindergarten but of his whole theory of education. Many people do not know, or forget, that this theory was worked out with a large school of boys, and in village schools in Switzerland, for years before he originated the kindergarten. A most interesting account of his school and its varied activities, may be found

in the life of George Ebers, the German novelist, who was a pupil there. Many theories of education advocate training of mind, body and emotions but only that of the kindergarten plans its instrumentalities with this combined aim always in view. A good kindergarten is, first, a place of happy activity, not only for play's sake as some think, but of work such as little hands can do, in the spirit of play. And is not grown-up labor happier and better, if it can be done in a spirit of play? As Robert Louis Stevenson says: "In the joys of the actors lies the sense of any action. To miss the joy is to miss all."

In the songs and stories of the kindergarten the children find, as did our forefathers, the literature of the ballad, the heroic tale, to arouse their minds. In the nature work, they learn the names, observe the actions or habits, and take care, as far as they can, of flowers, vegetables, insects and animal pets. This work wakens and satisfies wholesome curiosity and cultivates sympathy and enjoyment with nature.

The handwork is done with many varieties of material, plastic, resistant, flexible, outline and solid, for picturing, building or manipulation; it is of many colors and forms, graded so as to give the easier things first; it gives pleasure and also food for the lively, out-reaching sight, hearing, and touch, and exercise for the growing muscles. It satisfies that eager instinct to work, to invent, "to make something all by myself," to create, as Froebel said, which is the real cause of many unlawful adventures with scissors, paste, ink and paint at home, but without which our buildings, rail-

roads, bridges and machinery, our art and architecture would be non-existent.

Even in the games of the kindergarten, though the physical activity and social worth come first, this mental stimulus and play of originality are planned for. Many little games take one simple act or descriptive phrase as a starting point, and as many children as possible are called on in turn to suggest a new form of activity. "Here we go hopping, hopping, round the ring"—the next child suggests dancing, then running, skipping, clapping, and so on, or it may be that some home activity or work with tools is shown. "I will show you how to sew as my mother likes to do." "I will show you how to plane (to saw, to plow, to row) as my father used to do." Thus goes the little song, for accompaniment.

Let no one think these things are trivial. "Deep meaning often lies in childish play," said the poet Schiller. Wordsworth's great poem, "Intimations of Immortality," was inspired by the feeling of this deep value in child-play and child thoughts. Thomas Wentworth Higginson, Robert Louis Stevenson, Pierre Loti, have all written in charming prose on the same subject. The writings of Charles Dickens are full of it and of wonderful child-portraits. The history and philosophy of the kindergarten is now a necessary part of the study of education in our great colleges and universities; so that this link between the home and the school also links motherhood and childhood with the most serious and advanced scholarships of the country.

The Montessori Method of Teaching Children

By MRS. M. P. HIGGINS

ONE of the most revolutionary books in child education is the Montessori method. The translation of this work into English is promised in March, 1912, by F. A. Stokes & Co., New York. In this method the interest and the attention of the children is never interfered with—it must be spontaneous.

Dr. Montessori tried her experiment among the poorer children in Rome, requiring only two things: (1) That the children be sent to the schoolroom clean in person and clothing and with a sensible pinafore; (2) that the greatest respect and deference be shown toward the directress and all other persons connected with the school, and that the parents co-operate with the directress in the work of educating their children.

The special fundamental principles carried out in this system of education are the complete liberty of the child in its spontaneous manifestations and the utilization of every atom of its natural energy.

It is very difficult to obtain teachers who have sufficient capacity and interest to allow the development of independence on the part of the child. Instead of waiting on the child he should be taught to do things for himself. At the age of three years he should be able to dress and undress himself, and to feed himself. The child is not free until he can do these things for himself. Instead of rewards and punishments the child's mastery of himself is his reward and his failure is a sign that he is not advanced far enough for that particular work.

He is not to be told he has failed or has not understood, but his attention is to be turned to something else.

In this school they have many blindfold games where the children tell, by feeling, the names of various articles and pile up blocks by the sense of touch; also the muscles are trained by buttoning and unbuttoning their clothes, lacing and unlacing their shoes, etc.

Even in the learning to read and to write, the element of feeling is employed. Letters of large size are cut from emery paper and he is made familiar with the shape of one letter at a time, then with the phonic sound of that letter, then he is allowed to pick it out from among other letters. He then becomes familiar with another letter and its sound, and so on until as the game goes on he can choose from a number of cards, with names of toys written on them, the particular toy he desires to play with, or he can help some other child who cannot read to secure the toy he desires. This game is exceedingly popular, so we are told. In numeration objects are also used and real money, the children quickly learning how to pile up the smaller pieces so as to equal the larger piece.

Another game is to choose from a box on the teacher's desk a paper with a number on it, which they keep secret but which, on being presented to the teacher, allows them to take as many toys as the number indicates, if they can tell what it is. When they do take the exact number they win the teacher's approval, al-

though they are at liberty to take more or less.

Another odd game they play is the game of silence, in which game they learn to notice sounds which ordinarily do not impress us, such as the ticking of a clock or the sound of breathing. When a child is disagreeable or refractory he is given a chair and playthings apart from the others and is treated as if he were sick. There is also a physician employed for the school.

The schools conducted by Dr. Montessori's method are rapidly increasing in number, and in Switzerland there are now seventy. Other countries are fast adopting the same system.

This short résumé, condensed from Dr. Theodate L. Smith's valuable paper in the *Pedagogical Seminary*, Clark University, Worcester, Mass., gives us a little idea of the new book the translation of which is promised very soon.

Change Our System

KNOWLEDGE apart from the power to use it is worthless. Knowledge is not power, but the application of knowledge to productive and worthy ends is power. Manual and vocational training are the best truant officers a school system can employ. All corrective institutions find that their most valuable agent to the boy's reform is some useful form of handicraft. The manual arts are the best cure for truancy. They are even better in prevention than in reform.

The truant officer, the factory inspector, the probation officer, the charity worker, the sociologist, the social settlement worker, the woman's club, the teacher, the principal and the humanitarian—all these to make one boy stay in the third grade. And yet he slips through the meshes of the educational system, and escapes to his true school—the street.

As one superintendent of schools puts it, "the average boy has more ingenuity and more energy than the school in its present organization can use, an ingenuity and energy certain to be destructive unless we can make them constructive." If the

money spent on restraint, constraint and reformation were turned over into the school funds and expended on prevention, children and communities would be immeasurably the better therefor.

If the money which has been spent in the country schools for grammatical, mathematical, anatomical and other diabolical charts had been spent for kits of tools, work benches, etc., the country boy's lot to-day might be envied by his more fortunate city cousin. District schools should be required to maintain experimental gardens, and to instruct in the simple science of gardening and farming. A school garden is practical.

Good homes are the true foundations of a nation's greatness. Schools should stand side by side with the homes, not supplant them. United they should work for the welfare of the child—which is the welfare of the nation. This yielding up of functions by the home not only weakens the home, but undermines the nation's strength. The nation must stand.—*Oregon Daily Journal*.

An Educational Experiment

By CEPHAS GUILLET, Ph.D.

THE present writer founded and conducted for five years in the capital of Canada a day school, which was limited to twenty boys from eight to fourteen years of age, and which devoted only half the day to the usual school regime of textbooks, reserving the afternoons, and occasionally a whole day, for manual work and the direct study of environment, both natural and cultural.

tical, not in fitting the boy for some special calling, but in leading him to apply his knowledge in a practical way to real things, to real work. Liberal, in addressing itself to the whole organism. And natural in being based on a knowledge of the boy's nature and needs and in recognizing that the training of hand, eye, and ear is fundamental in the education of the individual, as it has



In this undertaking he had a four-fold ideal in view, namely, to try to make the education of the boy healthful, practical, liberal and natural. Healthful, in neglecting the demands neither of the growing body nor of the growing mind; but endeavoring to make a well-developed, well-knit brain, while not only not interfering with the growth of the body, but actively encouraging and stimulating its growth. Prac-

been in the evolution of the race.

From eight to ten the child grows very fast in size and strength, and displays much wider activity of body and mind. In my own school I tested the boys' strength of grip with the hand dynamometer every month for about two years, and found that, between $8\frac{1}{2}$ and $10\frac{1}{2}$ years of age, the boy's strength of grip in the right hand increased $6\frac{1}{2}$ kilograms, while from $10\frac{1}{2}$ to 13 it increased

only $2\frac{1}{4}$ kilograms. After 13 the increase was again very rapid, more rapid even than between $8\frac{1}{2}$ and $10\frac{1}{2}$ years. This would indicate that the years from 8 to 10 are a transition period between childhood and boyhood, while the early teens are a transition period from boyhood to manhood. As my boys ranged from 8 to 14 years of age, I had them throughout the period of boyhood, with very little overlapping either to childhood at one end or to

ceptions. The curriculum cannot be too rich and liberal for the boy. All his budding interests should be appealed to, all his budding capacities developed, to the end that he may find himself.

The teacher should get down to the boy, get his point of view, enter into his feelings, educate him from within by growing with him, not from without by trying to push or pull him upward. The teacher should learn things over again with him,



adolescence at the other. My problem was thus simplified. It was to properly educate, not the child, nor the young man, but the boy.

The characteristic mental quality of boyhood is curiosity. The boy is a born investigator, his curiosity is many-sided and he takes a keen interest in the facts of nature and history. This is the time, then, to bring the boy into close touch with nature, to lead him to learn her facts at first hand, and, in so doing, to gain true, clear, and beautiful per-

help him actively to discover, to invent, to produce, rather than passively to imbibe, for the boy is naturally an investigator, an experimenter, a doer, and a maker. His knowledge should issue as well as begin in action.

With this end in view I led the boys in several expeditions a week throughout the year to study their native environment of town and country, the buildings of man and of nature; rock and soil, river and forest, in their native state and also

as exploited by man—in a word, all the busy, varied life of nature and of man.

The nature of the investigation and the work was conditioned largely by the season. In the fall we studied the crust of the earth, beginning at the soil and working downward, examining the successive geological formations as we proceeded, and getting acquainted with the varied life that has its home in the surface soil and water.

The winter afternoons we devoted partly to manual work—drawing, designing, simple carpentry, modeling in clay and in snow, and carving in oak and other hard woods—and partly to the study of our human, our historical and cultural environment: the city and country, their history, their institutions and industries as conditioned by the physical resources and advantages at hand. From this as a centre we could broaden out in space and time as



One year we made a special study of land and water shells; another year, of the fossils of the Flood or Pleistocene period; another year, of the fossils of the sedimentary rocks; another year, of the metamorphic rocks and minerals. In this connection we studied together the topography of the locality, and the changes, large and small, that have been and are being made in it by various forces of nature, in particular by the erosive power of water.*

seemed most interesting and appropriate.

In the spring we studied the life springing up all about us—the life of earth, and water and air, and in particular the birds and plants, sometimes attempting a somewhat exhaustive investigation of some small and homogeneous locality.

But we were not content with observing outdoors; we sought to do things, to form an acquaintance with the actual out-of-door life of the pioneer and the farmer, with their primitive occupations so dear to the primitive heart of the boy. We

* For a fuller account of the fall work see "A Glimpse at a Nature School," *Pedagogical Seminary*, March, 1904.

played scouting games in the woods in the fall. We conducted in the fall and winter a valuation survey of a piece of woods, charting it and ascertaining the nature and value of the timber it contained. In the spring, we made maple syrup and sugar, going through the whole process intelligently from the tapping of a score of trees to sugaring off. We transplanted shrubs, herbs and ferns from the woods to our gardens in spring and to pots for winter.

on an average my boys gained, during an average attendance of a little over two years, each over two pounds in weight and over seven-tenths of an inch in height *relatively to the normal*. That is to say, if a boy on entering was below the normal, he was not so far below the normal, if at all, in leaving; and if he entered above the normal, he left further above the normal. As a boy, if he does not get his normal growth at the proper period of



We set up vivaria and aquaria.*

The boys were weighed and measured regularly. From these records I have plotted curves showing the increase in height and weight of each boy during his attendance at the school. Comparing these curves with the average curves of increase of English boys as ascertained by Roberts, I was gratified to find that

growth, will likely never get it, but will be to that extent forever stunted, the significance of these facts and their application to our present-day bookish education can easily be imagined.

The reader must judge whether the education here sketched is what it set out to be—healthful, practical, liberal and natural; and whether the education commonly given in our schools is characterized by all or any of these ideals.

* For a fuller account of this work see "The Study of Locality," *Popular Science Monthly*, December, 1905.

Feeding Children Between Five and Ten

By EDITH GREER

WHAT a child should eat and how a child should live, work together in the physical making of the child. In feeding children one is working to promote their growth, maintain their health, sustain their energy and aid their bodily functioning, as in the disposal of waste-products. Fresh air, refreshing sleep and exercise enable the body to utilize food as does also thorough mastication.

The stage of the child's development dictates its food-needs in both amount and kind of food. The child between five and ten years is growing out of infant food-needs toward, but only toward, those of maturity, and these still greatly restricted. Yet this is the distinct beginning of the formation of the food-habits of the person. Earlier the child has been learning, as it were, to utilize food.

The child reared to this age with its food-supply progressively advanced as it has developed, has passed not only from liquid to solid food but from few to many foods, yet these most carefully selected. It has also been so fed that its digestive tract, as it has developed, has been utilized as a whole, so that health is ensured to it and the power freely to digest each type of food in wholesome, simple form.

A child lives and thrives, as do all, not upon foods of any kinds, in any quantity, but upon a diet, that is, a combination of foods, but such a combination as meets its food-needs in kinds and quantities. Choice of food in adjustment to the physical development and condition; selection of foods of good quality; wholesome preparation; attractive

service of food, are all demanded for the physical results that if produced, food must produce.

Since good habits are being formed from 5 to 10 years, diet limitation and food-abuses are dangers to be avoided for life, by the construction now of diet-habits that so serve the body that its food-satisfaction is wholesome, health-sustaining, energy-giving, growth-promoting, function-aiding. Over-restricted diet fails to nourish and in so failing provokes a craving for satisfaction through taste rather than nourishment. Being intuitively satisfied rather than simply momentarily feeling taste-gratified is the fundamental need of the child as its diet-practice.

Variety of wholesome foods in a diet that serves the nutrition-need, is imperative for vigor, usually even for health. Ability to eat many kinds of food does not come without such diet-experience. But indiscriminate eating is even a greater menace to physical well-being. It further fosters lack of self-direction in eating and physical living in general.

Until a child has all its second teeth foods that tax its digestion are to be avoided, so that those assuredly favorable to health and tooth-formation may provide the aid required of food for such purposes.

Foods to be thus avoided are:

Fats, except cream, butter, oil (as purchased).

Acid foods, as tomatoes, vinegar, pickled foods.

Woody fibre vegetables, as cucumbers, radishes, celery (raw), carrots.

Preserved foods of all kinds.

Fresh and warm breads.

With these should be remembered those inadvisable throughout childhood:

Pastry, rich cake, rich nuts, rich gravies, dressings; all heavy foods.

Sugar, except as a food-ingredient or in small quantity as a food-supplement but not alone nor constantly.

Coffee, tea and every stimulating beverage.

The quality of food daily needed during these years is approximately one and two-thirds pounds (as purchased). About one-fourth of this should be:

Building-foods, as: milk, eggs; beans, peas, cereals. These should be eaten with

Energy-foods, as: starchy vegetables, cereals, breads, sweet fruits, sugar as a food-ingredient; oils and fats in milk and meats; and with

Digestion-foods, as: green vegetables and fruits.

Though not many foods should be eaten at one meal, variety should be wide during a week and not simply

repeated week by week without marked variation. Foods entirely new to the diet of a child should come into it with those familiar and of assured digestibility.

The food-opportunity at this period of life lies in the main in the establishment of the ability to digest a wide variety of wholesome foods, and the habit of food-satisfaction through foods that nourish instead of those that excite by stimulation mainly.

The possibility of disarming common dangers and averting common physical outcomes of malnutrition, lies in feeding children during these years when they seem more self-sufficient than they are, according to their actual food-need as indicated.

The service of the child possible now is health in growth, strength of structure, scientific regulation in the physical living of the body, natural wholesomeness and self-care in the physical aspects of personal life-necessities.

Juvenile Courts in Illinois

The fact is not generally known, that Illinois has but one juvenile court, properly so called; that in Cook County, which is the only court in the State "having over 500,000 population," with a special courtroom, and a special record in which the findings of the court are entered, as upon a docket. The judge who presides is selected from among the circuit judges and designated by them to hear all cases coming under the juvenile court act.

In all other counties, the jurisdiction in such cases is concurrent in the circuit and county courts. But the cases must be brought to their

attention by way of a petition, filed with the clerk of the court by any reputable resident of the county.

The mothers of Illinois have yet a great work to do for the children in extending the benefits of the juvenile court and probation system to every county of the State. The honor of having the first juvenile court belongs to Chicago and dates back to 1899. Thirteen years is too long a time to elapse without having it a part of the system for the entire State. The Child-Welfare Campaign in Illinois might well take this for a feature of work greatly needed.

Self-Control Through Discipline

By HORACE HOLDEN

Director of the Lower School, Morristown School, Morristown, N. J.

THE NEED OF THE PRE-ADOLESCENT

AMONG the rising generation and the American children of to-day a disregard for constituted authority and a disrespect for law are evils that menace the future of our present great nation. These attitudes find expression among the less fortunate in a tendency toward socialism and anarchy as such, and among the more favored classes in exultant defiance of minor statutes and crafty circumvention of more important laws. In witness of the latter cases we have only to remember the countless transgressions of motor speed laws, to realize that the man of means intends to satisfy his own whims at the expense of the safety of others and to consider it a rather good joke if he is caught and fined. Or, again, if obstacles stand in the way of a business or martial situation, the only necessity for gratifying what he is pleased to call a successful issue is a lawyer shrewd enough to steer him clear of legal entanglements or to remove such difficulties entirely by the proper approach to the court or to the legislature. At the point where money ceases to be the means through which the individual seeks to attain his purpose, sedition creeps in, and that in turn fosters personal violence against those who seem to be the obstacles between the man and the object of his wilful determination.

This is a severe arraignment of the attitude of our people, or more correctly, of many of those to whom

full franchise is allowed. Perhaps I may be criticised as a pessimist and as unpatriotic. To those who condemn me as a cynic, I would reply that my experiences in the financial world before I took up educational work may color my views to some extent, and yet it must certainly be allowed that an actual touch with the life of Wall Street and with men there who are considered representatively American, permits me to judge with greater knowledge of facts than the theorists do, who assume unreliable hypotheses and inveigh against all financiers and capitalists, reputable or otherwise, simply on general principles, and for the pay it provides. Probably there are no more insidious means through which opposition to constituted authority may be aroused than the columns of a periodical which indulges in the graceful pastime of "slinging mud." As to lack of patriotism every fibre of my being tells me that the best manners and customs, even if learned abroad, and the highest standard of honor and morality of which the American people are potentially able to attain without copying a foreign example, are none too good for this great country in which my forbears have lived for nearly three centuries, and for the founding of which they fought and died. But the example of Rome, and the experience of other republics, establish the fact that, as self-indulgence approaches a limit,

just so rapidly is the fate of the nation endangered. And as no one can deny the existence of danger signals, I cry out while there is yet time to save.

As I have assumed a diagnosis of the situation, the recommendation for the cure is in order. It does not lie in an overthrow of laws, but rather the wise interpretation and enactment of those we have would do much toward improving the unfortunate conditions among older people. But I feel the real change must be wrought by starting earlier than with the adult. At present we cannot go further back than pre-natal influence. It may be that we cannot begin before the child is conscious that he exists, At that very moment, however, the mother should come into his horizon as the constituted authority to whom obedience is due. It is she who should first form the obedience-habit in her child. As the child grows older the father looms up as another power that exists, a little less loved maybe, but none the less respected. And so the parents together may develop that wonderful quality in the boy's character that yields obedience to things that are right, because they are right. Beginning at the age of seven or eight, the school, absorbing as much of the boy's time as it does, overshadows the requirements of the parents for a response to law. If the school retains and extends this obedience-habit during the formative period of the boy's life, it does well, for he will emerge ready for college and the world, a being who has learned obedience to parents, school, country, God—and through that learning has acquired that control of

self, or obedience to the higher qualities or thoughts within him, that mean purity of mind, integrity of purpose, respect for the laws of God and man, and a dynamic power of success in whatever he turns his hand to do.

This prospective development of character is no doubt gratifying to every parent. It is ideal, but it seldom occurs. Yet it may be encouraged to do so. It is first the problem of the parent, and then of the school. The parents who leave young children to the care of nurses in their early years, and then expect any school to make good their omissions, will not only be disappointed, but they are traitors to their children and to their country as well, however many banquets they may attend on Washington's Birthday or flags they may display on the Fourth of July. The parents, however, who have "devoted themselves" to their children, only to encourage their indulgence and laugh at their disobedience, and who, to cap the climax, entertain maudlin views about punishment, or interfere with the discipline of the school, are even worse than the former class. Perhaps there may be some perfect children. It depends very much upon who contribute to the census-taking how great the number is. Personally I have never come in touch with a boy who did not benefit by at least occasional discipline for self-control. On the principle that to every action there is an equal and opposite reaction, I should rather see the lusty little lad of ten or twelve full of pranks and displaying some impetuosity as he learns the lesson of self-control that is to prove his salvation

in later years, than to see him the quintessence of perfection. Discipline is objective rather than subjective, and the means of its enforcement should not defeat its purpose; namely, the development of self-control, which includes in its broadest interpretation the mastery of the four cardinal natures—the physical, the mental, the moral and the social. We must not infer, however, that discipline is confined to punishment. Our foregoing platform particularly states that it is *systematic training*, and as such it involves the parents, instructors and companions of the child in a task that must be prompted by love and wrought with patience and completeness, else their efforts are quite in vain. Spasmodic attacks upon the training of the boy require more energy in the end, and are obviously unfair to the child. A wide humanitarianism must attend our work in the thought that the labor is for the future as well as for the present; for direct and positive results upon generations yet unborn. If our children are properly trained, they in turn will know how to train theirs, and perhaps, in the course of ages, the perfect man will be at last revealed. There is no absolution for unfaithful stewardship and no intercession at the eleventh hour can atone for our failures and omissions as the task is assumed at the beginning. Whenever the responsibilities of parenthood and the offices of a teacher are deliberately and voluntarily assumed, the personal sacrifices that are necessary for the training of the child may be welcomed as a further step toward the control of one's self. It is deplorable that marriages are so frequently ill-

advised, both in regard to the congeniality of husband and wife, and in their physical inability to produce children at least normally endowed at birth for their experiences on the voyage of life! Equally unfortunate is the fact that teaching is recognized as a profession rather than an art, with a majority following the vocation and accepting the insignificant remuneration it returns, because worthless at other occupations.

In every one of the four phases of the boy's training, good suggestions, or habits, should reach him at the very start. Over-zeal in impressing the good is apt to arouse a reaction, however, and the boy, finding the right ways too pedantic, turns with relief to the wrong. As growth is constant, and as each day brings to the boy new problems to solve, so constant should his training be, always discounting exigencies that may arise, as far as possible. This again is a square deal for him and forestalls much of the punitive discipline that would otherwise be a natural event. And yet occasions do come up, and will continue to appear, when punishment is necessary to drive home a properly interpreted *subjection to authority*. It is irrational to punish effect without looking to cause to ascertain whether it be physical, mental, moral or social. It is a further mistake not to relate cause and effect very clearly in the boy's mind at the time of his disciplinary experience. It is reprehensively wrong not to punish efficiently, if the point is reached where punishment is necessary. The function of punishment is not to induce subterfuge and stimulate right actions only through the fear of

the consequences of doing wrong. The child should be made to see that it follows temporary digressions, rather than prevents them. The parent, father with son, and mother with daughter, or perhaps a trusted teacher if the boy is very closely in the school's care, is the only proper person to handle these situations. No regulations may be framed to cover all breaches of the code. Broadly speaking, punishment in kind that relates cause and effect immediately and effectively in the boy's mind, is right and best. Decisions in regard to punishment test the wisdom and the patience of the administrator to the utmost, and perhaps his love for the child as well, for how often have we heard foolish parents remark: "We love our children too much to punish them." I do not doubt their affection for their offspring but I know that their love is directed only toward themselves. I do not even stand aghast at corporal punishment, and cry out that it is merely a display of superior beastial force, for as I live with the boy, and love him, and watch him in his work and play, I am conscious that he is very much a little animal, and may reasonably be handled as such; especially when it may be shown him that he has let his physical impulses run away from the self-control which his moral and mental nature should have exercised.

We may well ask the questions: "Are we setting the boy a good example? Should he suffer if we

are to blame for his faults?" Those indeed are hard inquiries to reply to. All we can do is to be sure that we, as parents and teachers, are worthy of emulation. If we suffer from his maladies, it is with greater reprehensibility. Pattern and precept form a sterner discipline for the sincere companion of the boy, than perhaps the following thereof does for the child himself.

The problem of discipline in both its meanings would be greatly simplified if there were only stronger intimacy between parents and children, teachers and pupils, than there is at present. And the co-operation of teacher and parent would also be of assistance. A loving confidence is natural where, from infancy, the mother has been in close personal touch with the daughter and the father with the son. This is the strongest contribution through the discipline of love to the development of self-control, that power within the boy which means the directing of the will, the subjugation of the emotions, and obedience to a Higher Power. It leads from the lower to the larger life. It is a matter of training and education. Every child is potentially able to acquire it under wise and loving discipline. But there is no "royal road to learning," no short cut to the mastery of the ego. The child who has been taught young enough the necessity and practice of self-control has received the one advantage in that direction that Providence allows.

Department of Child Hygiene

By HELEN C. PUTNAM, A.B., M.D.

SCHOOL JANITORS AND HEALTH—V

"Every sanitary precaution necessary in private homes should be enforced many times more rigorously in schoolhouses."—"American Schoolhouses," Bulletin United States Bureau of Education.

A SLIGHT error in the last number of the magazine gives a good excuse for repeating one sentence in full in order not only to put the statement accurately on record, but to emphasize its importance by recalling it: "Try to follow in imagination the logical steps from the compulsory law taking children away from their parents into rooms with one-fifth to one-third of the light cut off by dirt on windows which at their best give only one-tenth to one-seventeenth (not nineteenth) the amount of light thought by experts to be desirable for the best buildings; follow on in your thought to the listlessness, headaches, loss of grades—'backwardness'—that we discussed in our series on 'School Fatigue' two winters ago; and then on to perhaps the career of 'Weary Willies' or worse, or to useful citizens forever hampered morally and mentally by imperfect vision, unless they happen to discover that they need glasses."

The question left on our hands last month was: Should windows acquiring a certain amount of dirt, say six times more quickly than others, be washed six times oftener? This means six times the cost to the city, or some other proportion that would annually amount to several thousand dollars in the larger

cities. To answer yes would be in accordance with the philosophy of political administration in numerous other directions. For example, we derive an income ("license") from the sale of intoxicants which we spend many times over in "curing," "preventing," "punishing" the logical results. We allow "red light" neighborhoods and unsanitary housing conditions yielding good percentage on the investment (or they would not flourish so generally), and we spend the resulting income, taxes, fines, hush monies, for reformatories, police, courts, lawyers and judges. I speak only of the financial waste in these illustrations of many similar foolishnesses, leaving the human waste to recollection and to study of the volumes of the census.

There has been recently going the rounds of the daily press a story of a test for feeble-mindedness used in a hospital: After turning on the water in a bathtub, the patient is given a dipper and told to empty it. Those who are sufficiently intelligent begin by shutting off the water, the others only dip. We desperately need intelligence equal to finding out and shutting off the causes of the wrongs; immorality and ill-health we are trying to get rid of by merely dipping. Spending money on extra window washings would

be merely dipping, for these women studying conditions had found out that bad ventilation, befouled city atmosphere, over-crowding and bad building were the causes of the bad illumination, as well as of other serious menaces to health.

That politicians neglect the sanitation of schools is no excuse for mothers doing so. Society insists that they are the caretakers of children, the Creator holds them so with his laws of birth, life and death; housekeeping belongs to woman—and she shirks.

Here is the result of the shirking by women in Michigan. The State Board of Health has recently published some facts from a study of tuberculosis among teachers. Michigan ought to be one of our healthiest states, with no great cities and their abnormal crowding to depreciate vital statistics. Of the deaths between twenty-five and thirty-four years of age among all people in Michigan during certain years, one-quarter (25.8 per cent.) was due to tuberculosis; but among teachers it was over one-half (52.4 per cent.). Among all ages only one-eleventh (9.4 per cent.) of the general death rate was due to tuberculosis, but among teachers the rate was three times greater (27.6 per cent.).

It is probably as bad if not worse in each state where there is a mothers' club and parent-teachers' association, for the Michigan figures reflect the statistics of the Bureau of the Census for the whole country concerning teachers and tuberculosis. The same conditions that invite tuberculosis in teachers invite it in their pupils. Teachers (mostly women) and mothers are as helpless

to control this sort of housekeeping as are the children. They are all classed together politically, you remember, idiots, minors, women, criminals, etc., and yet the State has put millions of dollars into the education of these teachers and mothers whom it refuses authority in their own special business, care of children and housewifery. Janitors wholly untrained in sanitary housekeeping, supervisors and politicians also untrained, make these conditions inviting disease and death for those who are at their mercy politically and legally. Why? Because so many women are willing to let it be so. That is the chief reason.

The standards for mothers have not kept pace with the needs of the century. The good mothers of one hundred to two hundred years ago understood their duties more in accordance with the needs of children, especially with that need for mothers' protection as well as fathers' in *all* the interests of youth. The old house with fertile acres around it — "home" — furnished food, shelter, work, recreation, education, under the supervision of the mother quite as much as of the father. There were weak points, but not those requiring juvenile and divorce courts, organized charities and regiments of social workers. These new institutions betray the weaknesses in mothers and fathers — children's needs are the same. I am reminded of a protesting mother: "Oh, Doctor, castor oil is such an old-fashioned thing for the baby!" "And, Madam, babies are very old-fashioned things, too."

Youth needs, and has a right to

it to-day exactly as of old, mothers' as well as fathers' control of their work-places, whether factory, shop, office; of their places of education and places of entertainment, whether theatre, show or rink; and of their comings and goings between these interests; the city streets—formerly all a part of home.

The house for eating, sleeping and waiting for school-hours, work-hours, outside "fun," does not correspond to the original conception of home, which was "village" or "estate" (on which villages would be). Webster gives this meaning as obsolete, and gives the first modern synonym of home, "tenement." With tenements considered home ("the mothers' place") have come juvenile courts and all the other methods of "dipping."

We must restore the true conception of home, the house and *its sustaining environment all under mothers' as well as fathers' control for the good of the children*. The twentieth century city is the twentieth century home. Its details affect children after the same old-fashioned laws. Mothers are as essential as fathers in managing homes.

Since motherhood implies nourishing and protecting after birth, mothers even more than fathers are responsible for allowing caretakers to maintain school conditions injurious to children's and teachers' health to the extent that statistics show existing and also show preventable. That men are not doing well this old-fashioned woman's work of housekeeping, home-making, care of children, willing though they are to shoulder it all, is because they cannot to-day any more than

in the days when mothers willingly attended to it. Between the woman's shirking and the man's inability pupils and teachers are helpless in their rôles, inviting tuberculosis, infant mortality and other vital rates disgracing us among the peoples of the world.

The Boston committee of women made, in addition to this study of lighting and of removing dirt and dust, studies also of school dust bacteria. As such are usually harmless except as they are pus forming, this study was chiefly valuable in suggesting the amount of dirt. It showed that sawdust dampened with water only reduces dust, and moistened with a solution of formaldehyde seems to destroy nearly all bacteria.

They experimented with floor oiling, the kerosene dustless brush of which we spoke last winter in "Clean Schoolhouses," and vacuum cleaning; with various kinds of door-mats and shoe-brushes. They had an exhibit, extremely interesting and perhaps the first and thus far the only schoolhouse cleaning exhibit in the country. It was a stimulating and instructive occasion, and it is a sad state of affairs when party politics are stronger than school health.

One or two mothers' clubs are planning similar exhibits, I am told. Every community should have one if it can be honestly developed, and not influenced to merely "boom" the school authorities. In connection with it such a study as has been reported, with a few more recent methods to be described later, can be put through by almost any capable mothers' club, and just now it is the thing most needing doing.

Aims and Purposes of National Congress of Mothers

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may cooperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united, concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to cooperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.

State News

IMPORTANT NOTICE

News items from the States must be in the hands of the editorial board by the fifteenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks the attention of every press chairman to the necessity of complying with this rule.

REGARDING PRESS AND PUBLICITY

The members of the Publicity Committee in each State are requested to have published whatever is new and most important in connection with the 1912 Convention of the National Congress of Mothers, contained in this (March) number of the CHILD-WELFARE MAGAZINE.

Also, any reader of this, whose local paper has not been supplied with such news matter, will confer a great favor by forwarding the same to the editor. Such information may be combined with news of your own club.

Brief annual reports by press and pub-

licity workers in each State should be received by the national chairman before March 15.

Abstracts of all addresses and reports of members of the National Board of Managers, including heads of departments, should be received by the national chairman of publicity before March 15, also unmounted photographs. These abstracts to be used by the great news syndicates at the proper time, that is, after their pronouncement in convention.

Address, Mrs. Edgar A. Hall, Chairman of Publicity, 2931 Fulton Street, Chicago, Ill.

CALIFORNIA

The interest in the Mothers' Congress in California is steadily increasing. Seventeen associations in northern California are members of the Congress, thirteen from San José and four from San Francisco. Three new circles have been organized in Pasadena. All of the schools but one have good working organizations.

Our executive meetings are largely attended. We are having many inquiries from all parts of the state and much interest is shown in the work.

The presidents are much interested in the child-welfare campaign, and special meetings were held on February 17.

The newspapers have given help by publishing the child welfare appeal.

The Escondido Parent-Teacher Association, organized December 2, 1910, has grown from seventy members to one hundred and twenty. The early desire of the Association to study more closely various problems of the schools, expressed last year notably by bringing in such lecturers as Principal Lillard, of the Los Angeles Agricultural High School, at Gardena, and Mrs. Caldwell, of the Domestic Science Department of the San Diego Normal School, has this year continued to manifest itself in various ways, such as a Mothers' Friday Afternoon at the Grammar School, the patronage of the Turner's Art Exhibit, and a teachers' programme of reports from their annual December meeting at Los Angeles in the Southern California Association. A new series of problems, that concerning parents' duties, was begun at the last meeting, February 2, 1912, by an address on the Care of the Teeth, by Dr. E. B. Buell, a local dentist. The social hour alone, toward which the high school domestic science kitchen has done its part, has been worth the organizing of the association, in that parents, and teachers also, have come into better acquaintance and understanding.

INA H. STEINER, Secretary.

DELAWARE

The Delaware branch of the National Congress of Mothers has published a very attractive handbook, giving the officers, directors, clubs in membership, and constitution. Organization of the Congress in Delaware was effected in March, 1911. The leading women of the state are represented in the corps of officers and directors, and already the different counties have taken up the work. In Wilmington the Central Presbyterian Church has organized a parents' association with a hundred members, and it has joined the Congress.

The Milford Association has started a fund for playgrounds for the children of the town and surrounding country, which, under the direction of its most capable chairman, hopes to be successful. Mr.

Peter Ford, of Wilmington, gave a very interesting and instructive lecture on the subject of Playgrounds. This association is also working to introduce sewing and agriculture in the school. The next meeting will be talks on the Congress and what it means to the child, home and school.

In Lewes the Association has beautified the school grounds, and has held very interesting meetings.

Georgetown has a boys' club and is active in work for child welfare.

Delmar's High School is organizing a Parent-Teacher Association.

Dover is working to get the parents thoroughly aroused by having interesting meetings and helpful lectures. The association is trying to have manual training introduced in the school.

There will be interesting meetings in all the associations celebrating Founders' Day.

(Mrs.) ROBERT E. LEWIS.

IDAHO

There are now eighteen circles in the Idaho branch of the Congress, thirteen having been organized during the last two years. The state superintendent is in sympathy with the Congress work and desires to have it extended throughout the state. Letters of inquiry are coming from all over the state.

ILLINOIS

The chairman of Child-Hygiene Committee, Illinois Congress of Mothers, Dr. Lindsay-Wynnekoop, who is also president of the Medical Woman's Society, has completed arrangements for the establishment of a bureau of information which will supply, free of charge, reliable advice relative to matters of child and mother welfare. This is the first step in the campaign planned to decrease the rate of infant mortality.

In the firm conviction that ignorance and misinformation are the two great obstacles to be combated, the basis of this campaign will be education, not only through literature, but personal consultation and advice. Often the lack of this advice at the proper time is one of the factors of infant mortality. The bureau will have its headquarters in the John Crerar Library.

The first meeting of the new Parent-Teacher Council of Chicago, under the leadership of Mrs. Geo. W. Eggers, in the Assembly Room of the Board of Education, was a great success in every way. The attendance of parents and teachers, especially of principals, and the testimony of the latter in regard to the practical value of a parent-teacher organization in connection with any school, was altogether in its favor. One principal summed it up thus: "We teachers feel now that if we need something for the school, all we have to do is to convince the parents and get

them after it *in a body*, and we'll get it."

The annual meeting of the Illinois Congress of Mothers will be held in Chicago, probably early in May. The mid-winter conference will be held at Streator, Ill., February 13, 1912, at 2 P.M. and 7.30 P.M.

Addresses will be given by the following speakers: Juvenile Court, Henry W. Thurston, formerly Chief Probation Officer; Value and Purpose of Parent-Teacher Associations, Wm. B. Owen, President Chicago Teachers' College; Illinois Congress of Mothers, Mrs. George W. Eggers, Chicago; Schools as Social Centres, Mrs. Orville T. Bright, Chicago.

IOWA

Iowa has at last realized that of more importance than its fine cattle and its swine is the health of its babies, and consequently this year at the State Fair there will be a baby health contest. Mrs. F. D. Walls, the promoter of this contest and former president of Iowa Congress of Mothers, has been made superintendent of the department. A score card has been arranged and the markings will be made under the direction of the American Medical Association.

The Mothers' Club of Willard School, in Des Moines, demonstrates the fact that large numbers are not always necessary to accomplish good results. Though its active membership includes less than forty, through its efforts there has been established in the school building a branch of the city library. It is the largest sub-station in the city—more than three hundred books being distributed weekly.

The school board has installed baths in the school building and it is not an infrequent occurrence for the members of the club to superintend the children's baths. During the severe weather of recent date several families have been under the direct care of this organization, and all-day meetings, where the mothers are busy with needles and thimbles, are no rarity. Because of these activities many boys and girls of that locality will approach maturity with better mental and physical equipment.

MARYLAND

Mrs. Charles R. Gantz, 117 West 27th Street, Baltimore, Md., has been appointed organizer for the National Congress of Mothers in Maryland, and will assist Mrs. Alexander Mitchell, of Monkton, Md. Those desiring assistance in organizing mothers' or parents' circles can secure it by writing to Mrs. Mitchell or Mrs. Gantz.

MASSACHUSETTS

The Massachusetts branch, National Congress of Mothers, held the second annual convention in the Classical High

School Hall, Lynn, Mass., on February 15, 16, 17.

The convention opened with a reception given by Lynn parent-teacher associations. Mayor Connery and Mr. Frank J. Peaslee, superintendent of schools, made the opening addresses. Mrs. Walter Merryman, state president, Mrs. Frederic Schoff, Mrs. David O. Mears, Mrs. Anna Sturges Duryea, Rev. Frederic W. Perkins, Mr. Harry W. Kimball, Mrs. Lewis R. Hovey were among the speakers.

MISSOURI

MILAN: Held a large meeting and circulated a petition for a curfew ordinance.

MARYVILLE: Held a meeting in the school building, at which 500 were present, and saw the results of the manual training. Equipped an emergency room at the school. Is agitating for medical inspection.

Harrison Mothers' Club, Wheaton, Mo., has raised several hundred dollars to promote road improvement to the school, and organized the Fathers' Association to carry out the plans. Has organized the boys' and girls' clubs of this department and has given a bazaar to buy a stereopticon for their consolidated school.

Rural Child-Welfare Department has raised funds to put the fireless cooker in the school, to establish the penny (or free) luncheon for country children. Has voted to aid the P. and S. Culture Club for Girls in raising mushrooms for pin money. Has raised money to frame art pictures of famous artists, pictures donated by Mrs. Frank DeGarmo, chairman Rural Child-Welfare and Good Roads Committee, N. C. M. Has met regularly twice a week, and has secured the membership of all the teachers in the school.

The Elsberry, Mo., School Alliance has secured sanitary fountains and individual drinking cups for the school.

Stanberry, Mo., Mothers' Union was organized in March, 1911, in a private house. The organizers feared that they could gain no recognition from the public, but were advised to start a campaign for a clean town in order to make the people and the newspapers think they could do this.

They sent out a circular asking people to collect their refuse in certain places, and the city had it carted away. They cleaned the town up so effectively that the newspapers talked about it, and said that the mothers' meeting was "doing things." This work is to be annual. They organized a gardening movement and distributed seeds to the school children. At the request of the mayor, they secured the enforcement of the curfew law and raised \$500 for a sane Fourth of July celebration. Through the interest of the school faculty and the activity of the school board, improvements were brought about both in the sanitary conditions of out-buildings and in the discipline of the school. The

women give all the credit to the teachers and school board.

The Mothers' Circle of Irondale, Mo., raised money to paint the interior of the school building, and for lights.

The Mothers' and Teachers' Club of Unionville has done effective work in remedying the sanitary conditions in the school grounds, and is now working for improvement in picture shows, and enforcement of the curfew and cigarette laws.

Irving School, Kansas City: A case, covering immoral conduct at one of the homes, was handled in the association by a general discussion of personal vice in children. This made it easy to approach the mother and correct the trouble.

Bancroft School, Kansas City: Holds meetings of parents when some special thing needs co-operation. Fine nature work was being done in the school, which seemed to produce no adequate outcome in the home life. A meeting was held, at which, by talks and exercises, the intent and the method of the school were presented. The parents grasped the point, and offered the necessary home co-operation.

Swimming School, Kansas City: A new district, patrons unacquainted with each other. A parents' meeting, being formed, created a beautiful co-operation between home and school.

The schools of Webb City have asked for organization.

Circle Number One of St. Louis has organized with seventy-five members and thirty-two associate members, who have taken forty-six subscriptions to the CHILD-WELFARE MAGAZINE. Mrs. C. C. Jackson is the president.

The Horace Mann Patrons' Circle has just been organized in Kansas City. One hundred were present and voted to join the Congress.

MARY H. WEEKS.

NEW MEXICO

The Tucumcari Mothers' Club meets once a month, the third Friday afternoon being granted them by the School Board, and all the teachers being required to attend. The meetings are held in the High School Auditorium, at three o'clock, and there is always a large crowd present and great interest manifested in the meetings. The programmes are advertised and topics will readily present themselves. A regular course of child study may be pursued, or subjects selected that seem to meet the needs of the hour. Last year the Mothers' Club here secured for the High School the largest school library in New Mexico, and this year are working toward the introduction of household economy and manual training in the course for next year. At this month's meeting there will be an art exhibit, loaned by a company in

Boston, of two hundred of the world's great paintings, some of which will be bought for the schools with the money secured by the sale of tickets at ten cents each. The children of each room are always very enthusiastic helpers in securing anything for the schools. The two rooms that sell the most tickets are presented with large paintings of "Sir Galahad" and of Landseer's "Innocence," respectively. The club has influenced the City Council to put in cement walks to the buildings, has secured the aid of the children in improving the city park, and has awakened a spirit of cleanliness in our city, in conjunction with the other clubs here. There is no limit to the possibilities for good that may be accomplished by the mothers' clubs and parent-teacher associations.

NEW YORK

A meeting of the Executive Board of the Mothers' Assembly of the state of New York was held at Albany, January 30, 31. Under the direction of the new state president, Mrs. Delors G. Eldredge, of Rochester, the work was carried on with enthusiasm, and a profitable session was the consensus of opinion of the thirteen members of the Board present.

Reports of chairman of standing committees showed interest and a desire to do real work.

The resignation of Mrs. Bell, Rochester, as chairman of parent-teachers' associations was accepted with regret, and Mrs. Julius P. Cahen, of New York, was elected in her place.

A communication was received from Prof. Martha Van Rensselaer, of Cornell University, in regard to the trophy given by the Mothers' Assembly of the state of New York to the girls of the Agricultural College of Cornell University. Professor Van Rensselaer said that the trophy would be something of ornament to be placed in the new building, on which could be engraved the source of the gift, the object for which given and the name, each year, of the girl who wins the trophy. It would this year be awarded to a senior girl who writes the best essay on "The Physical Welfare of the Child."

The constitution, on which much thought and work have been expended, was adopted and ordered printed in circulars of information and suggestion under the direction of the second vice-president, Mrs. Henry Osgood Holland, of Buffalo.

The Executive Board outlined the duties of chairmen of standing committees, in response to frequent requests for accurate directions just how to develop the work to the best advantage.

Since the October meeting mothers' clubs have been organized at Fort Edward, Rockville Centre, Canton, and Jamaica.

The Glens Falls Mothers' Club and the

Oneida Mothers' Club have secured medical inspection for their public schools.

The child-welfare campaign was endorsed and a committee appointed with Mrs. John D. Whish, of Albany, as chairman, and one associate member from each town which has a mothers' club or parent-teachers' association affiliated with the Assembly of Mothers. These associate chairmen are to organize the work in their own towns by educating the people as to the value and needs of the child-welfare campaign, and by raising the money to carry forward the work.

Resolutions were adopted asking the affiliated clubs to observe Mothers' Day, the second Sunday of May.

Also resolutions deploring the class of plays presented to the public, and the objectionable billboards advertising these plays.

Resolutions lamenting the atmosphere created by records of crime and scandal published in our daily newspapers.

Resolutions urging the Senators from New York to work for the Federal Children's Bureau.

Several social features added "to the comfort and pleasure, not the least of which was a meeting of the Mothers' Club of Albany which the Executive Board attended in a body, when Mr. J. I. Wyer, Jr., state library director, gave a helpful and suggestive paper on "The Responsibility of the Library to the Home."

OHIO

Last month the Flora Stone Mather Mothers' Club sent out invitations to five of the neighboring mothers' clubs to meet with them in a joint meeting, and the members responded in large numbers. Miss Louise Klein Miller gave an interesting talk on the "Civic Influence of Mothers' Clubs." Her idea is to extend the school garden work as an aid to defective children, and as a good way to increase the beauty of our city. She advocated the cultivation of vacant lots and their conversion into vegetable gardens, under the guidance of the nearest mothers' clubs. Miss Miller pointed out the general improvement made by this means and the enhancing of real estate value. Refreshments were then served and a social time followed, and everyone pronounced it a great success. Since then Columbia, Doan and Dike mothers' clubs adopted this plan of holding joint meetings and a great deal of enthusiasm has been aroused. At Doan Club a reception was given to the newly-elected school board. Tables were placed in the auditorium, each bearing a white lunch cloth and bouquet of carnations, and the guests' table was especially attractive with its red carnations and candle-sticks and fernery. An interesting programme of vocal and instrumental solos was given and several excellent readings, after which a very dainty lunch was served.

Dike Mothers' Club met February 7 with an attendance of between four and five hundred mothers. Dr. Dawson gave a fine paper on "Civic Biology in the Home," and Mrs. Wilber Warner made a strong plea for the teaching of sex hygiene.

Several new clubs and parent-teacher associations have been formed the past week and with the prospects of many more the work is certainly encouraging.

The Ohio Congress is preparing to give an interesting entertainment at Technical High School in Cleveland, February 21. Mrs. E. S. Wright, state president, the guest of honor, will give the address of welcome. The proceeds will be used to promote the work of the congress in various cities throughout the state where there are no mothers' clubs and to better the conditions of the children in home and school. Mrs. A. Mueller is chairman, Mesdames C. Palmer, E. Haserodt, and J. A. Smith assisting.

The Cleveland Congress for some months past has been dealing with the ever-important subject, "What to do about the girls and boys on our streets alone at night." A curfew bell has been suggested, as well as other ideas, but nothing definite as to the right course to pursue was decided upon, and more thought and time will be given on it.

(Mrs.) J. A. SMITH,
Chairman Press Committee.

OREGON

A Big Sisterhood has been organized in Portland, Oregon, along the lines of the Big Brothers. It was instituted as an auxiliary to the already systematized aid being given women and girls by the social settlement workers, the Juvenile Court for Girls, and the municipal Department of Police Protection for Women. Its keynote, however, is co-operation with every organization for the delinquent, dependent, wayward or needy girl. It is planned to meet the various needs of girls made evident by the above organizations, namely, increased recreational privileges of unquestioned character, development of higher ideals, and, above all, the establishment of a free, natural companionship between the "sisters" which shall make confidence possible. Especially is it the business of the Big Sisters to be informed on those subjects which increase the lures and temptations of city life for girls.

No woman without convictions and great earnestness is asked to become a Big Sister, and a common ground of sympathy and earnestness has been established by the circulation of such books as "The Spirit of Youth in the City Streets," "War on the White Slave Traffic," "Hygiene and Morality," "Plain Facts on Sex Hygiene," etc.

The method of work is entirely personal, and is left to the good judgment and

originality of each woman. From a central committee of three a case is assigned to a Big Sister, who, in the opinion of the committee is qualified temperamentally, and otherwise, for its particular needs. Frequent reports are made back to the central committee, and at each monthly meeting of the seventy workers now on the list concrete cases are discussed, and methods of meeting their needs suggested. No mention of names, however, is allowed.

In addition to this individual work with girls, problems encountered in woman's work for woman in a city are taken up, discussed, and, whenever possible, committee work entered upon. For example, a committee waited upon the judges and editors of the city to confer with them in regard to the suppression of publicity, at least the withholding of names, in cases placing a stigma upon the girl. Especially was this asked in cases of contributory delinquency. Another committee is at work upon a full report of what has been done elsewhere in regard to the teaching of Sex Hygiene in the schools. Still another investigated the reasons why the waiting list at the Oregon State Institution for the Feeble-Minded should be so large.

The heads of the organized efforts to assist women and girls unite in saying that never have they had so helpful an agency as the Big Sisterhood with its individual work is proving itself to be.

(MRS.) J. ALLEN GILBERT,
Secretary.

STATE CONGRESS OF MOTHERS.—Extension work throughout the State is most encouraging in spite of the severe handicap of a depleted treasury. The late Child-Welfare Exposition was a heavy drain on funds, but more than repaid all outlay. The people seem to be waking to the possibilities in this comprehensive movement for the betterment of environment and conditions relating to the children. Parent-teacher circles are being organized in various parts of the State in response to correspondence where direct appeal cannot be made. Gradually these organizations fall into line and affiliate with the State Congress. Whenever it was possible, the president or some one of the executive board has gone in answer to an appeal from localities that are not too distant. The state president, Mrs. R. N. Tate, has been invited to bring the Congress work in child-welfare before various other organizations, notably the Woman's Club of Dallas, the teachers' institute at Estacada, the W. C. T. U. in different parts of Portland. The occasion of her visit to the Troutdale Circle was made quite a function. The general invitation brought a large audience together and supper was served. Urgent invitations have been extended from Corvallis saying the field is wide there and a

general interest prevails. Salem, too, is asking Mrs. Tate to extend the work there. The Congress has also been urged to have a good representation at the next State Fair.

General Sir Robert Baden-Powell is coming and there will be a gathering of the Boy Scouts for inspection and instruction. The Congress is studying these different organizations of boys with a view of endorsing the one that makes most for universal peace and fraternalism.

JULIA C. LA BARRE,
Publicity Committee.

PENNSYLVANIA

Crescentville branch of the Congress reports addition of new members at its February meeting, when an address was made by Mrs. Robert Haines; subject, "Preparation for Motherhood." It was impressed on the mothers that the teaching of obedience was among the first duties to the child. The thirty-fifth chapter of Jeremiah was read, in accord with the subject.

In its English Literature Class for Mothers the *Joseph Leidy* School, Philadelphia, is taking up Shakespearean readings. A special child-welfare meeting was called for February 20, while the regular monthly meetings are devoted to the parent-teacher interests.

Swarthmore has formed child-welfare committees in both its Home and School and Mothers' Meetings, and the ministers have been requested to give sermons bearing on the subject of the church and the child. Mrs. Herman Birney will address the mothers at their February meeting.

Milton Parent-Teacher Association reports a successful sale of home-made products, given to secure the fund which has placed in each school emergency chests for medical and surgical aid. Also the visit of Miss Dozier is described as having "given undoubted impetus, ready inspiration for higher, better effort in the parent-teacher work."

Emporium having long felt the need for school inspection reports that since the formation of the parent-teacher organization, the work has been done by a strong committee who found bad sanitary conditions in one school, faulty fire-escapes in another. The work of improvement is now being accomplished.

A letter from the Williamsport associations embodies the statement that no organization is received into their Home and School League unless it also join the Congress. This is filial and fair, also wise, because greater strength comes in the achieving together. There is a kinship, or invisible tie in this reciprocal, united stand. It registers in higher understanding and more practical result.

The January meeting of the Executive Board was attended by twenty-two mem-

bers. Clearness and dispatch marked the disposal of the many matters considered. All of these are noted in the president's "Letter" to the associations in membership and cannot be recorded here. Finance, Education, Organization, Printing, Congress Pins, Publicity, Domestic Science, Magazine, Child-Hygiene and other committees reported. Among the helps to mothers in the poorer localities told of by Mrs. Mercer of the Hygiene Committee was "the teaching how to remodel donated clothing for the children." Clothing that fits and belongs to the child is a known moral agent like its twin, cleanliness in apparel.

Any association in membership wishing to have a visit from Mrs. Anna B. Scott, chairman of Domestic Science, can by making application receive through the Congress the helpful service of either a demonstration or a talk. Requests must be made somewhat in advance, to secure date. Address, Mrs. Anna B. Scott, 2217 Frankford Avenue, Philadelphia.

Miss Dozier has been enthusiastically received in the State during the past month and has formed new associations in Corry, Union City, Lewisburg, Pittsburgh. Press notices from these places appreciative of the privilege presented by the Congress of Mothers, express general satisfaction in the formation of parent-teacher associations. In Sheffield and Warren large audiences were addressed. In Erie new associations were formed in schools 18 and 16. At this last meeting the school control committee decided to afford all co-operation necessary to assure the success of Miss Dozier's work, and "teachers were authorized to conduct their schools in a way that would be to the best advantage of the workers, even to closing them if necessary."

Interest and belief in the Good Roads and Country Life Department of the Congress work is attested by presentation of illustrated feature articles—one in Philadelphia Sunday Record, another in the North American. The Road Cadets, Pick and Shovel Club, Consolidated Schools, Bad Road, Wagonettes, and The Road Drag being among the illustrations used.

Delegates are being appointed to St. Louis meeting.

(MRS. CHAS.) ELLEN FOSTER STONE.
Chairman Publicity, Swarthmore, Pa.

RHODE ISLAND

The many activities of the Rhode Island Congress of Mothers are well under way. Among these are the plans of the Committee on Community Centres whose purpose it is to hold neighborhood meetings in the schoolhouses, using the grammar school buildings as community centres for the mothers' clubs of the vicinity.

Stereopticon or lectures, interspersed

with music, will be furnished for entertainment.

Mrs. Donald Churchill, chairman of the Child-Hygiene Committee, will open a clinic for well babies the end of February at the Domestic Science School on Willard Avenue. The Congress believes that preventative measures are necessary to insure the health of young babies before the hot summer days arrive.

Arrangements are being made for a dietetic kitchen to provide school lunches for poor children at the Willard Avenue School. A minimum fee will be charged each child, and it is expected that the scheme will be practically self-supporting.

The Rhode Island branch of the National Congress of Mothers reports twenty-six mothers' circles belonging to the Congress.

The president of the Rhode Island Congress of Mothers is Mrs. James A. Kinghorn, who is well known for her work as a member of the Anti-Tuberculosis Association. She is serving her first year as president. Mrs. Louis L. Angell, the first president of the Congress, is one of those to whom great credit is due for the arduous labor that attend the establishment of any work. It was through Mrs. Angell's strong personality that the founders of the congress were able to attract to the work women of force and ability to carry it on to success. Mrs. Kinghorn has as her associates a strong advisory board, consisting of some of the most prominent local educational and health authorities. They are Governor Aram J. Pothier, Mayor Henry Fletcher, President W. H. P. Faunce, Judge William H. Sweetland, Dr. Gardner T. Swarts, Dr. Charles V. Chapin, Dr. Jay Perkins, Mr. Walter E. Ranger, Superintendent Randall J. Condon, Mr. John L. Alger, Mr. George F. Weston, Mr. James B. Williams.

Mrs. Ella Pierce, a teacher in Webster Avenue School, and first vice-president of the Congress, has done much work of value in the Congress. She has the distinction of forming the first school mothers' club at Webster Avenue School.

Mrs. Jay Perkins, as chairman of the Child Hygiene Committee, has done valuable work, and many other individual members have had the objects of the Congress near at heart and worked hard for its advancement. Mrs. Henry Fletcher has been an interested worker from the beginning. She is at present chairman of a committee which is planning for sectional meetings to be of an educational nature, and to be held in the schoolhouses for parents of the neighborhood.

Miss Edith P. Angell is carrying out a valuable work for the Congress by attendance at the Saturday morning sessions of the Juvenile Court and lending aid to the little people who are unfortunate

enough to come before it. She has investigated and assisted many cases, especially when the young delinquent is placed on probation.

Some of the women have held meetings in the Elm Street School in hot weather, and given talks to mothers on the proper feeding of their children. Sometimes they have addressed the "little mothers," those elder children, who, in many cases have the care of the babies while the mothers go out to work.

The series of talks which were given all one spring by doctors and nurses for the Congress, in the schoolhouses, will be remembered. At that time it was estimated that 2000 mothers were reached with good, sound advice on the care of small babies during the summer.

TEXAS

February 17 has been designated by the Texas Congress of Mothers as the time of holding the First and Second District meetings, at which time permanent officers will be elected for those sections. This date was designated by the executive committee of the State Congress of Mothers because this is Founders' Day, and at this time there will be carried on throughout the United States a child-welfare campaign. This campaign has for its purpose the organization of parents everywhere for child study, to promote child welfare in home, school and state.

The meeting of the First District will take place in Fort Worth, in the new High School Auditorium, beginning on Saturday morning of that date, at which time Mrs. E. A. Watters, temporary district chairman, will preside. A programme of unusual interest to the mothers of that section has been arranged, on which will appear speakers from different points of the district. Superintendent Cantwell, who has given much aid to the mothers' clubs and who is a member of the advisory board of the State Congress of Mothers, will aid in making the programme helpful to those in attendance. Among others who will appear on the programme is Mrs. Chalmers W. Hutchinson, president of the Fort Worth Council of Mothers and corresponding secretary of the state organization; Mrs. Wm. Capps, second vice-president of the same, and a member of the board of regents of the College of Industrial Arts; Mrs. J. W. McManus, of Dallas, state chairman of the magazine committee of the State Congress; Mrs. J. N. Porter, president of the Texas Congress of Mothers, will have for her subject, "Organized Motherhood." On the afternoon of this day a permanent president, vice-president, a corresponding and recording secretaries and treasurer will be elected. Luncheon prepared by the Domestic Science Department of the Fort Worth

High School will be served by the Fort Worth Council to the visiting delegates.

Mrs. T. W. Wiley, of McKinney, who has for the last two years acted as Collin County chairman, is temporary chairman of the Second District, and will preside at the meeting which is to be held on the same date as that of Fort Worth, Saturday, February 17. The place of meeting will be the First Baptist Church of McKinney, two blocks west of the Interurban station, and will begin at 10 o'clock. Delegates and visiting parents and teachers will attend from most every point within this district, and there is scarcely a school community that has not organized a mothers' club or a parent-teacher association. Speakers from the State organization, as well as local workers, will appear on the programme. Among those who will represent the Texas Congress of Mothers on the programme at this time will be Mrs. N. B. Ford, of Dallas, state chairman of the Press Committee, and Mrs. John S. Turner, of Dallas, recording secretary of the State Congress.

Luncheon will be served to the delegates in the parlors of the church, and the afternoon will be devoted to the election of the regular officers of the district. It is planned that at this meeting there will be delegates from the Mothers' Council of Dallas, and other interested organizations.

Parents and teachers will be in attendance from the following counties: Collin, Dallas, Ellis, Fannin, Grayson, Hunt, Johnson, Kaufman, Rockwall.

The following state chairmen of permanent committees have been appointed:

Legislative: Miss Eleanor Brackenridge, San Antonio.

Education: Mrs. F. W. McAllister, 123 Slocum Place, San Antonio.

Congress Extension: Mrs. Jas. M. Young, 1224 Virginia Street, San Antonio.

Affiliation: Mrs. J. W. Downs, Ft. Worth.

Membership: Mrs. Ed. Kneeland, Garret Avenue, Dallas.

Finance: Mrs. J. Harry Hill, El Paso.

Good Roads and School Improvement: Mrs. M. G. Bates, Linden.

Literature: Miss Eleanor Winn, Pearl Street, Dallas.

Press: Mrs. N. B. Ford, Methodist Publishing House, Dallas.

Parents' Day: Mrs. Mayne Dale Brown, Iowa Park.

Magazines: Mrs. J. W. McManus, Oak Cliff, Dallas.

School and Home Gardening: Mrs. Wm. Russell, 3703 Wycliff Street, Dallas.

Playgrounds: Dr. Frederick Eby, State University, Austin.

Kindergarten: Mrs. Geo. W. Steere, Ft. Worth.

Household Economics: Mrs. Harriett Odell, Denton.

Child-Hygiene: Dr. Malone Duggan, San Antonio.

Child-Welfare Conference Committee: Dr. A. Caswell Ellis, State University, Austin; Mrs. John S. Turner, Dallas.

School Libraries: Miss Rosa M. Leeper, Dallas.

Child-Welfare Exhibit: Miss Eleanor Brackenridge, San Antonio; Mrs. Edward Rotan, Waco; Mrs. Wm. Capps, Ft. Worth; Mrs. R. E. L. Knight, Dallas; Dr. A. Caswell Ellis, Austin; Mrs. Geo. Routledge, El Paso; Mrs. M. D. Tilson, Texarkana; Mrs. N. B. Ford, Dallas.

VERMONT

Interest is increasing in the progress made by the formation of the parent-teachers' association in this vicinity under the direction of organizer, Mrs. H. A. Harman, and with the inauguration recently of an association in West Rutland with over 60 charter members, there are now nearly 400 parents and teachers enrolled as members in the associations. The work of the members is along lines which tend to assist children and others besides the members in the jurisdiction of the various associations. Business and social sessions are being held at regular intervals, and these are generally well attended.

The meeting at West Rutland yesterday was called to order in the town hall, and there was an attendance of 63 parents and teachers. Mrs. Harman gave an address, explaining the objects and aims of the society, and the following officers were elected: President, Mrs. J. G. Newsome; vice-president, Mrs. P. F. O'Neil; secretary, Mrs. Charles Bliss; treasurer, Mrs. Charles J. Mead.

A talk was given by Mrs. M. B. Sherburne on "Scientific Temperance Instruction."

Mrs. Harman stated last night that there were now ten associations in Rutland and West Rutland, and she expected that there would be another formed in the latter town within a few weeks. The first was started in the Boulevard School in September, at the beginning of the school year, and at present there is an

association for practically all the public schools in the city.

WISCONSIN

A state-wide child-welfare campaign was decided upon by the Wisconsin Congress of Mothers. The first step will be a joint mass meeting arranged by the Child-Welfare Commission and the Wisconsin Congress of Mothers with Mrs. J. P. Sherer as chairman of a committee on details.

The Congress passed a resolution declaring that the organization realized the great need of the work, which the Child-Welfare Commission is doing in the community, and would co-operate with such efforts.

Speakers of national reputation are to be engaged for the joint mass meeting. An effort will be made to get the mothers' clubs of the state interested, and the president, Mrs. J. R. Sullivan, was empowered to appoint three field delegates to travel through the state to enlist support in the work of the Congress.

It was voted to have all future meetings of the Congress open to anyone interested in the betterment of conditions for children.

A committee is to be named to confer with the programme committee of the Wisconsin Teachers' Association for the purpose of having a speaker on child conservation at the next annual convention programme of the association.

That the change of attitude toward the Sabbath is one of the most serious deterrents to character growth in the rising generation was emphasized by Miss Ellen C. Sabin, president of Milwaukee-Downe College. Miss Sabin regrets the encroachment upon Sabbath quiet of modern pleasures, and the incessant telephone call.

WYOMING

Mrs. Bertha N. Hamilton, organizer for Wyoming, organized two parents' circles in February, one in Basin City and one in Sheridan. She expects to organize a state branch of the Mothers' Congress in the near future.

CHILD-WELFARE DAY

ILLINOIS

[Copy of Proclamation.]

SPRINGFIELD, ILLINOIS,

January 29, 1912.

To the Citizens of Illinois:

Under the auspices of the National Congress of Mothers a movement has been instituted to attract more general public attention to the work of guarding, protecting and promoting child welfare, and I have been asked as Governor of Illinois to join in the designation of February 17,

1912, as a day to be observed by our citizens as Child-Welfare Day.

The necessity for public supervision of the education and training of the citizen has long been recognized by the state in the establishment of our public schools, whose splendid service has been supplemented by the work of the church, of private institutions of learning, of the social settlement, and of many other organizations for civic and social betterment.

For the child especially the state has already manifested its solicitude in the creation of public playgrounds in our large cities, in the enactment of compulsory education laws and laws restricting the employment of children, in the creation of juvenile courts for the disposition of cases affecting children, and in many other ways. Work of this character is not only fundamentally correct in principle as attacking the problem of good citizenship in its incipient stages, but is assured of the maximum measure of success because it is ap-

plied to the embryo citizen in his plastic and impressionable age when the good or evil effects of environment are most likely to be influential or decisive.

I, therefore, join in the recommendation that February 17, 1912, be observed by the citizens of Illinois as Child-Welfare Day, and that its observance be characterized by exercises, addresses, or other suitable means for the advancement of child welfare.

(Signed) CHARLES S. DENEEN,
Governor.

NEW MEXICO

A PROCLAMATION BY THE GOVERNOR

[Copy.]

Conservation in recent years has become the watchword of the American people. A nation-wide protest has swept over the land against the wanton waste and dissipation of our magnificent natural resources, and it is needless to say that this campaign is producing splendid results. Now comes the National Congress of Mothers, an organization of high-minded, noble women, and asks for the conservation of child life.

All intelligent men and women will agree that upon the moral and physical welfare of the child depends the future prosperity of the nation and the race. If it is important to conserve our mines, our forests, streams and agricultural lands, it is infinitely more important to conserve the mites of humanity who are destined to receive, use and care for these resources in the years to come; if it is important to practice conservation, efficiency and economy in all departments of human service, it is vastly more important to practise these principles in their relation to the youth of to-day by giving careful attention to his needs, physical, mental and moral.

Therefore, in order to bring the subject officially before the people of New Mexico,

and in compliance with the request of the National Congress of Mothers, I, William C. McDonald, Governor of the State of New Mexico, do hereby designate and proclaim, Saturday, February 17, A.D. 1912, as Child-Welfare Day in the State of New Mexico, and I earnestly recommend that every citizen of New Mexico shall on that day give some thought and effort to the needs of the children, who are far more valuable than all other resources, in order that we may promote and advance better opportunities for them and bring out the best that is within them. I recommend that child-welfare work be conscientiously taken up by the people of our new state. Let us look to the welfare of the children, physical, mental and moral, and aid them toward a strong and independent manhood and womanhood.

Done at the Executive Office this the 2d day of February, A.D. 1912.

Witness my hand and the Great Seal of the State of New Mexico.

[SEAL]

By the Governor

(Signed) WILLIAM C. McDONALD.

ANTONIO LUCARO (Signed)

Secretary of New Mexico.

VERMONT

The following has been issued from the office of Gov. John A. Mead:

"State of Vermont; Executive Department.

"A nation-wide movement exists to develop the highest possible type of American citizenship. The bulwarks of every government are founded on the culture, health, morals and efficiency of its men and women. This republic has surmounted the heights of the world's civilization, and the effort now being made contemplates that it shall for all time stand at the very crest of human endeavor. The foundation must be laid in the impressionable years of the girls and boys who in the future will shape and form the destiny of our union of states. The National Congress of Mothers recommends that official recognition be made to this most important subject and that a 'Child-

Welfare Day' be designated by the Governor of every state. February, the 17th instant, is the date commonly appointed. Conforming to this suggestion, I do hereby request that every father and mother in the Green Mountain State devote some part of that day to the conservation of child welfare, a form of conservation which precedes in importance all others. Let loving hearts respond and methods be adopted to promote this significant object. This should be our sincere and earnest wish.

"Given under my hand and the Great Seal of the State this 8th day of February, A.D., 1912.

"JOHN A. MEAD,
Governor."

By the Governor:

"HARVEY R. KINGSLEY,

"Secretary of Civil and Military Affairs."

Foreign News

CHINA APPRECIATES ACTION OF MOTHERS' CONGRESS ON BEHALF OF THEIR COUNTRY

10 Woosung Rd., Shanghai,
Nov. 17, 1911.

Mrs. Frederic Schoff,

President of The National Congress of
Mothers, Philadelphia, Pa.

My Dear Mrs. Schoff:

Your letter telling me of prompt and sympathetic action of the Mothers' Congress in regard to the anti-opium appeal reached me at the beautiful mountain resort of Kuling, whither I had fled to escape the sweltering heat of the valley of the Yangtze. My answer was delayed because I wished to see something of the work that was being done at Peking for the women of China to help them become better wives and mothers, though I am beginning to think that there is little that we can teach these wonderful people who are conducting a great revolution in the most marvellous manner that the world has perhaps ever witnessed. Even those of us who have been here longest are beginning to feel that we have not known the real China, held back as it has been by the present incompetent and despotic government. As Dr. Wu Ting Fang so tersely puts it: "We are fighting to be men in the world; we are fighting to cast off an oppressive, vicious, and tyrannous rule that has beggared and disgraced China, obstructed and defied foreign nations, and set back the hands of the clock of the world."

Therefore, at this time when China is striving to take its place in the family of nations, every token of sympathy which your kind action manifested is extremely welcome, and we feel that whether the appeal really affected the changing of the treaty it did at least draw the women of the West and East into closer fellowship. And the women of China are not a negligible quantity in the destiny of this nation. Always respected as mothers, they have had an influence in the conduct of affairs such as the women of few nations have had. It, therefore, comes as no great surprise that the revolutionists propose to grant women equal suffrage rights with men, there being an educational and property qualification at the very outset. Prob-

ably not a great many will be eligible as education is not as yet general among women, but with quiet restored there is no doubt but that girls will have equal educational advantages with boys and thus the foundation of an educated womanhood will be laid in this country.

Although I have as yet not found a mothers' club in China I have found that many lectures are being given in the various cities to women on such subjects as child hygiene and moral training. I was very much impressed by an address given by the president of the Reform Society in Foochow to the women of the Methodist Annual Conference, in which he said: "The Chinese women can learn of the Christians how to be good mothers." He then went on to relate how he had carefully observed the ways of the foreign ladies with their children and in what respects they excelled.

There is one element which is going to tell mightily for the uplift of Chinese womanhood, and that is the kindergarten. It is already very popular among the Chinese, and we have just completed the organization of the Central China Kindergarten Association, and I shall hope to send you a copy of the next number of the *Educational Review*, of China, which is to come out under my direction as a special kindergarten issue. From that you can see what has been wrought in the name of the great Apostle of Childhood and Womanhood.

The women of China are intensely interested in the welfare of their country, and I have talked with some of the leaders among them who are ardent revolutionists. Nurses and physicians are volunteering for Red Cross work, and others are writing and addressing public meetings. At the Young Woman's Christian Association the women gather daily to sew for those who are lacking clothing and shelter. Their attitude toward foreigners is most friendly.

Thanking you once more in the name of our committee for the kind expression of hearty sympathy, I beg to remain

Very cordially yours,

L. PEARL BOGGS.

[FRANCE]

L'Enfant, Paris, has an article on the "Hygiene of Wet Nurses," in which the statement is made that the woman who leaves her own child to be brought up on baby foods subjects it to grave danger. Out of a hundred babies thus nourished more than half die before the end of the first year. There is, then, in every two cases one baby sacrificed—that of the nurse

or that of the mother employing a wet nurse.

The system is severely criticised as a relic of slavery, and in the last few years these paid wet nurses have sensibly decreased, partly on account of the sterilization of milk, and partly because of a law prohibiting mothers from leaving their own babies before they are seven months old.—*Zeitschrift für Kinderschultz*, Vienna.

Sixteenth National Child-Welfare Conference

NATIONAL CONGRESS OF MOTHERS

ST. LOUIS, MO., MARCH 20-26

Everyone Interested in Any Phase of Child Welfare Cordially Invited. The World-wide Child-Welfare Movement, Inaugurated by National Congress of Mothers, Will be a Prominent Feature of the St. Louis Convention.

Prof. O'Shea, head of the School of Education of Wisconsin University, says:

"The Mother's Congress is a very potent force in this country in developing an interest in child life. I think the Mothers' Congress has been more consistently faithful in urging the cause of the better training of childhood than any other organization or institution in America.

"Personally I feel that the National Congress of Mothers has accomplished more than any national or international society for the betterment of the conditions of child life. As an organization it is entitled primarily to chief recognition in any proceedings relating to the welfare of child life. It has done more in America than has been done throughout the world thus far. It has developed independently of aid from the outside. The influence of the Mothers' Congress has been of immense importance throughout this country. The Mothers' Congress has got a good start, and is the natural centre around which other organizations should be formed."

The general topic of the conference will be "The Home's Responsibility for Child Welfare." Among the speakers already promised on programme are: Prof. M. V. O'Shea, Wisconsin University; Capt. S. R. Ravenel, Author "Road Primer;" Mr. Henry F. Cope, Secretary, Religious Education Association, Chicago; Mrs. Frank R. Hill, Tacoma, Washington; Mrs. David O. Mears, Boston, Mass.; Mrs. Clarence E. Allen, Salt Lake City, Utah; Mrs. G. Harris Robertson, Jackson, Tennessee; Mrs. Frederic Schoff, Philadelphia; Mrs. Frank DeGarmo, National Chairman, Rural Child Welfare, and Special Agent, U. S. Department of Agriculture. Other men and women who have done vital things for the benefit of child life will be on the programme.

The officers of the National Congress of Mothers will give a reception to all who are interested, at Hotel Jefferson, Wednesday, March 20, in the afternoon. The formal opening of the Congress will be at 8 o'clock, March 20.

Headquarters will be in the Jefferson Hotel. Rooms without bath, \$1.50 and \$2.00 per day. Rooms with bath, \$2.50 to \$7.00 per day. Double rooms, two in a room, without bath, \$1.00 per person. Double rooms, two in a room, with bath, \$1.50 per person and up.

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